

Kansas Green Ribbon 2012 Nominee



Eisenhower High School
Unified School District 265—Goddard, KS

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PART I - ELIGIBILITY CERTIFICATION

U.S. Department of Education
Green Ribbon Schools 2012

For Public Schools only: (Check all that apply) [] Charter [] Title I [] Magnet [] Choice

Name of Principal Dr. Bill Kelley
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Eisenhower High School
(As it should appear in the official records)

School Mailing Address 1230 South 167th Street West; PO 789
(If address is P.O. Box, also include street address.)

Goddard KS 67052-0789
City State Zip

County Sedgwick State School Code Number* KSDE 2073

Telephone (316) 794-4190 Fax (316) 794-4191

Web site/URL www.goddardusd.com E-mail bkelley@goddardusd.com

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate.

Boni Kelley, Ed. D. Date March 16, 2012
(Principal's Signature)

Name of Superintendent* Dr. Justin Henry
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* Goddard School District USD 265 (316) 794-4000

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate. I concur that this is one of the highest performing green school applicants in our state.

[Signature] Date March 16, 2012
(Superintendent's Signature)

*Private Schools: If the information requested is not applicable, write N/A in the space.

SUMMARY OF ACHIEVEMENTS - Eisenhower High School Green Activities

Goddard School District USD 265, Goddard, KS, Eisenhower High School, established July 2011, is comprised of 735 students, grades 9-12. The school has applied for **Green Ribbon School** status. The following is a summary “snapshot” of our accomplishments.

Pillar One: Environmental Impact and Energy Efficiency

Eisenhower High School (EHS) is dedicated towards elimination of greenhouse gas emissions & waste as well as water & energy conservation. The new high school has included low water usage toilets with flushing sensors, light sensors for all lighting in public places & display cases to reduce the misuse of electricity, improved natural ambient lighting in public spaces & the purchase of *EnergyStar* appliances to use throughout the school.

EHS offsets its carbon footprint by: a) 80% of student body is bused; b) bus fleet upgraded with fuel operated heaters (FOH) to reduce emissions; c) establishment of native grasses wildlife space to act as a carbon reservoir; d) 100% office/classroom paper is forest certified and TCR/PCF free; e) conservative climate control for heating/AC; f) recycling to reduce solid waste & e-trash. Ecology students manage the recycling project--from Aug 1, 2011-Jan 1, 2012 the school has deemed 364 pounds of aluminum cans & 500 pounds of cardboard/paper. Having students administer the district recycling project engages them in ongoing investigations of waste stream & waste deduction in the district. Also students study decomposition rates & leachate pollution potentials to groundwater helping them to truly understand the lifecycle of items used every day.

Ecology classes have completed the Kansas Green Schools Water, Waste and Recycling, & Energy Audit Investigations. Awareness of personal environmental footprints & consumer choice decisions are heavily focused in the ecology class curricula.

Pillar Two: Healthy School Environments

Fitness/Food—75% of students engage in at least 150 minutes of school supervised physical education and/or outdoor time per week. During Tiger Time (1 day/wk) students participate in wellness sessions every third week focusing on diet/healthy lifestyle choices. In-service hours for staff include wellness sessions.

Vending machines are not turned on until after lunch & contain healthy alternative snacks.

Air Quality—Goddard School District received a \$143,040 grant to install fuel operated heaters (FOH) on all 60 school buses—significantly reducing idle warm up times. The health benefit results for Sedgwick County (estimate cost of health impacts from exposed to PM avoided by the use of the FOHs is \$17,000/yr). Secondhand Tobacco Smoke is prohibited on campus. Airborne contaminant sources (labs, chemical storage, etc.) include systems for containment and/or ventilation. Moisture control includes inspections & protective systems to eliminate mold. Classroom windows can be opened/closed to assist with fresh air exchange.

Personal safety--All students receive lab safety & chemical safety orientation for all science related classes. Buckle up project & No-Texting While Driving campaigns conducted by school sponsored clubs. Anti-bullying policies and procedures are in place.

Pillar Three--Environmental & Sustainability Education

Eisenhower High School has demonstrated quality environmental and sustainability classroom content, including college & career readiness, achieving the Silver Level Award from National Wildlife Federation’s Eco-Schools. The National

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Wildlife Federation Eco Schools also recognized Eisenhower High School's leadership in environmental and sustainable literacy through the September Case Study as effective environmental education in the classroom (see <http://www.nwf.org/Global-Warming/School-Solutions/Eco-Schools-USA/Become-an-Eco-School/Case-Studies/Case-Study-Archieve/School-Grounds.aspx>).

Ecology & biology class eco-field labs & classroom work emphasize critical thinking skills central to "good science"—questioning, investigating, forming hypotheses, interpreting data, analyzing, developing conclusions and solving environmental problems.

Consultants from local community, county & state specializing in raptor rehabilitation, hazardous waste, energy conservation, land management & conservation efforts enhance environmental curricula. These experts in the field engage students with "real-life" career choices, applied environmental information & concepts involved in their work without the expense of transporting the students to another location.

The on-campus outdoor wildlife learning site provides interpretive information to help students & families develop native plant gardens using xeriscape techniques which conserves water & uses composting. The EHS Outdoor Wildlife Learning Site is an active nature preserve with educational opportunities through the real-world application of developing habitat & preserving culturally significant plants of Kansas. The gardens are certified Monarch way station & Natural Wildlife Habitat by the National Wildlife Federation.

The EHS outdoor wildlife learning site provides education opportunities for a variety of subjects including:

- Life Science: identifying plants & animals, aquatic studies, studying living communities, ecological systems & monitoring change.
- Earth Science: studying soil characteristics, hydrological cycles & properties of water.
- Physical Science: applying concepts related to weather, climate & seasonal patterns.
- Mathematics: tallying species, mapping of site, graphing growth of vegetation, interpreting data.
- Language Arts: developing a written plan, making oral reports, writing newspaper articles, communication with diverse groups, inspiration during poetry & essay writing.
- Social Studies: engaging in the political process regarding environmental/conservation concerns, working cooperatively with others, identifying impact of federal and state regulations.
- Art: drawing natural objects on campus, student art projects art on the prairie sculpture displays.

Other areas of influence include:

- Special education using recycling activities as an alternative state assessment.
- English classes using environmentally relevant literature in their classes--Henry David Thoreau & Aldo Leopold.
- Debate teams using environmental issues for competitions.
- Math classes utilizing recycled materials to create geometric mobiles.
- FACS & food services reducing organic waste stream; use of Energy Star appliances
- District wide recycling project that recycles paper, aluminum, plastic, used batteries.
- Documented both the OWLS site development/renovation & annual Celebrate Earth event outlining objectives, timelines, educational benefits, implementation logistics, etc. in a "how to" booklet format for ease in replication so that other school districts can gain from our experience.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

III.A – Nomination Committee Summary

The Kansas Green Ribbon Review Committee recommends Eisenhower High School (EHS) for a Green Ribbon award as they have a solid foundation in all three pillars represented by this award. EHS applied sensible and environmentally aware planning that incorporated student information gathering and input in developing their new facility. Student groups have also been active in reaching beyond the walls of the high school to educate others about environmental issues. The EHS application stood out in demonstrating strong evidence of cross-curricular connections being made surrounding environmental education. EHS educators seek out opportunities for students to spend time learning outside through strong outdoor classroom development.

Green School Programs and/or Awards for Environmental and Sustainability Efforts(5)	Pillar 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems (20)	Pillar 3B: Use of the environment and sustainability to develop STEM content knowledge, and thinking skills (10)	Pillar 3C: Development and application of civic engagement knowledge and skills (10)	Pillar 2A: An integrated school environmental health program (15)	Pillar 2B: High standards of nutrition, fitness, and quantity of quality outdoor time (10)	Pillar 1A: Zero greenhouse gas emissions • Energy • Buildings (15)	Pillar 1B: Improved water quality, efficiency, and conservation • Water • Grounds (5)	Pillar 1C: Reduced waste production • Waste • Hazardous waste (5)	Pillar 1D: Use of alternative transportation to, during, and from school (5)	TOTAL
4.33	17.50	7.75	7.75	14.25	5.25	7.00	3.50	3.75	4.25	75.33

III.B – Application and Supporting Materials

Kansas translated the application into a survey that allowed responses to be collected online. A link to the survey and the workbook of resources that were provided to support those applying can be found at <http://www.kansasgreenschools.org/kansas-green-ribbon-schools>. The following information comes directly from the survey as it was submitted:

1. Name of School:

Eisenhower High School

2. School Type: (check all that apply)

High

3. School District Number:

USD 265

4. School Address:

Address: - 1230 South 167th West

Address 2: - PO Box 790

City/Town: - Goddard

State: - KS

ZIP: - 67052

Country: - United States

Phone Number: - 316-794-4190

5. Contact Person:

Name: - Denise Scribner

Email Address: - dscribner@cox.net

Phone Number: - 316-794-4190

6. School Demographics--Approximately what percentage of your school's students qualify for:

Free Lunch: - 9

Reduced Lunch: - 6

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1. Learning and Environmental Literacy Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems What PERCENTAGE of last year's graduates scored proficient or better during their high school career on state or school:

No Response

2. Briefly describe the assessment(s):

we are at 97% AYP in reading and math; state assessments do not single out environmental education, environmental science assessments, and sustainability assessments

3. Does your school or your state have an environmental or sustainability literacy graduation requirement?

No

In 2006, Kansas was also among the first states to develop and Environmental Education Plan for Kansas. In 2009, Governor Kathleen Sebelius issued an Executive Order creating the Kansas Coalition for Children in Nature (KCCN) and the executive order to create an Environmental Literacy Plan ensuring that all high school

graduates will become environmentally literate. The current sitting governor is supporting this order and the process has begun to create environmental literacy graduation requirements. Kansas was also among the first in support of the No Child Left Inside legislation.

4. Are environmental and sustainability concepts integrated throughout the curriculum?

Yes

Eisenhower High School conducts a board of regents certified ecology class that fulfills the requirement the third science credit required for graduation AND qualifies the student to register attend a state university/college. Environmental concepts are integrated in debate forensics topics; during the Progressive Era section in history classes they discuss conservation and the impact Teddy Roosevelt had in did passing reform measures to protect our natural resources and land; Social Studies classes discuss current environment issues; English classes complete activities related to the Native American Poem "I Have Killed a Deer" discussing the role organisms play in ecosystems, Thoreau and Aldo Leopold's "A Sand County Almanac;" Culinary Arts 3 completes a solar cooking unit; Special Education uses recycling as an alternate assessment activity based on the Extended Science Standard ES 6.2.1 and white boards with dry erase markers to complete assignments reducing paper usage; ceramic arts creates sculptures and nature trail plaques to place in the outdoor wildlife learning site; drawing classes in art uses the outdoor wildlife learning site for inspiration; ecology (environmental science) class is open to any grade 10-12 student successfully completing biology approximately 12% of the student body is currently enrolled in the class for 2011-2012 school year. The outdoor wildlife learning site (O.W.L.S.) that Ms. Scribner has spearheaded on campus provides education opportunities for a variety of subjects including: -Life Science: identifying plants and animals, aquatic studies, studying living communities, ecological systems and monitoring change. -Earth Science: studying soil characteristics, hydrological cycles and properties of water. -Physical Science: applying concepts related to weather, climate and seasonal patterns. -Mathematics: tallying species, mapping of site, graphing growth of vegetation, interpreting data. -Language Arts: developing a written plan, making oral reports, writing newspaper and newsletter articles, communication with diverse groups, gaining inspiration during poetry and essay writing while being outside. -Social Studies: engaging in the political process regarding environmental/conservation concerns, working cooperatively with others, identifying impact of federal and state regulations. -Art: developing site maps and illustrations, drawing natural objects on campus, creating student art projects for the on-campus OWLS area (art on the prairie) ceramic sculpture display. -Industrial Arts: applying appropriate technology in land use projects. Other areas of influence include: -Special education using recycling activities as an alternative state assessment. -English classes using environmentally relevant literature in their classes-- such as Henry David Thoreau, John Muir, and Aldo Leopold. -Debate teams using environmental issues for their competitions. -Math classes utilizing recycled materials to create geometric mobiles. -FACS and food services reducing organic waste stream; use of Energy Star appliances -District wide recycling project that recycles paper, aluminum, plastic and used batteries. This project involves all students at the high school reducing the waste stream.

5. Advanced Placement Environmental Science

What percentage of your eligible graduates last year completed Advanced Placement Environmental Science during their school career? (indicate N/A if not applicable) - n/a

What percentage of these students scored 3 or better on the Advanced Placement Environmental Science assessment? (indicate N/A if not applicable) - n/a

6. If your school conducts environmental science, sustainability or environmental education assessments, what percentage of your students scored proficient or better on science education assessments in the last year? (indicate N/A if not applicable)

n/a

7. Are professional development opportunities in environmental and sustainability education available to all teachers at least every other year?

Yes

professional development opportunities are available annually to teachers through the KATS (KS Association of Teachers of Science) KAMP, the Kansas Green Schools Conference, KACEE (KS Association of Conservation and Environmental Education) Conferences and workshops, PLT (Project Learning Tree), Project WILD, Project WET, and Leopold Project.

8. Does your environmental education program pay particular attention to scientific practices, such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument and applications based on evidence?

Yes

The ecology class field labs and classroom work emphasizes specific critical thinking skills central to “good science”—questioning, investigating, forming hypotheses, interpreting data, analyzing, developing conclusions, and solving problems. Lesson plans routinely involve taking students outside no less than 2 days per week as weather permits; "walk (literally) the talk" techniques helps students understand that learning can happen outside the classroom, to name a few: students complete quadrant inventory labs to identify organisms found on the campus to put into action field study techniques/modeling used by scientists, campus "walk-about" to look for signs of wildlife, erosion and point/non-point source pollution concerns, construct habitat to bring wildlife to the campus, conduct air quality labs using student vehicles, wade into water to complete aquatic labs at nearby ponds, and using alternative energy sources during solar cooking activities with the FACS classes to cook snacks; research papers on climate change, habitat destruction and population density impacts are also part of the curricula; discussion board issues are posted to the ecology class site on Blackboard to engage students in defending their position on subjects such as drilling ANWAR, poaching, Carbon Footprints, and habitat destruction in favor of quick money projects to boost the economy of developing countries.

9. Do your students have meaningful outdoor experiences (an investigative or experiential project that engages students in critical thinking, problem solving and decision making) at every grade level?

Yes

Students go outside to use their critical thinking, problem solving and decision making skills to conduct field investigations and labs to during physical science (grade 9), biology (grades 9-11), Life Science (grades 9-12), honors biology (grades 10-12), ecology (grades 10-12) utilizing the on-campus outdoor wildlife learning site. The "Celebrate Earth" event serves as a capstone project for Ms. Scribner's ecology and biology students and is a wonderful example of how she has worked to engage her students beyond the classroom. The power of an event like this is in promoting student development assets. Ms. Scribner's ecology and biology students host the event annually for over 500 area 3rd, 4th, and 5th graders. By having her students develop and lead 25 hands-on activities and five classroom labs for 3rd-5th grade students engenders a sense of responsibility in her students to share what they have learned in class and to work collectively to impact the world around them.

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1. Do all your students experience a robust general science education builds toward a deep understanding of life, physical, and earth sciences upon graduation?

Yes

Grade 9 Physical Science Grade 11-12 Anatomy Grade 9-11 Biology Grade 11-12 Chemistry and Honors Chemistry Grade 9-11 Life Science Grade 10-12 BioMed/Forensics Grade 10-12 Ecology Grade 11-12 Physics Currently 12% of the student body is enrolled in environmental science. Earth science topics are integrated into the environmental curricula. Visits and interactive presentations from area colleges and universities that have environmental studies programs are provided through the ecology and biology classes.

2. Does your curriculum provide a demonstrated connection between classroom content and college and career readiness, particularly to post-secondary options that focus explicitly on environmental and sustainability fields, studies, and/or careers?

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Yes

Ms. Scribner, ecology teacher, has used her networking skills to bring consultants from our local community, county and state specializing in raptor rehabilitation, hazardous waste, energy conservation, wind energy, and land management and conservation efforts to her classroom. The "in-school" field trips have become a high point in her curricula delivery. These experts in the field engage her students with "real-life" career choices as well as applied environmental information and concepts involved in their work without the expense of transporting the students to another location. The ecology class curricula also includes several career readiness activities (Project E.A.R.T.H. in partnership with the Sedgwick Co Extension Service) assessing the student's interest in environmentally related careers.

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1. Are your students required to conduct an age-appropriate civic/community engagement project around a self-selected environmental or sustainability topic at every grade level?

Yes

Innovation through student developmental assets--The "Celebrate Earth" event serves as a capstone project for Ms. Scribner's ecology and biology students and is a wonderful example of how she has worked to engage her students beyond the classroom. The power of an event like this is in promoting student development assets. Ms. Scribner's ecology and biology students host the event annually for over 500 area 3rd, 4th, and 5th graders. By having her students develop and lead 25 hands-on activities and five classroom labs for 3rd-5th grade students engenders a sense of responsibility in her students to share what they have learned in class and to work collectively to impact the world around them. For 2012 her ecology students are scheduled to develop and host Eco-Day events for the 7th and 8th grades of Eisenhower Middle School which feeds students into the high school. This event will touch upon several issues on environmental awareness, wildlife habitat development at home and on campus, pollution, alternative energy, and consumer and conservation choices. A pre-visit, on-site and post visitation Outdoor Wildlife Learning Site (O.W.L.S.) booklet is available to all grade level teachers wishing to take their classes to the site for extension activities. The O.W.L.S. site is also open to the public to view the interpretive information about native plant gardens using xeriscaping techniques and composting. The ecology students are directly responsible for recycling over 30,000 plastic bottles, 900 pounds of cans and 30 tons of recycled paper annually. Having the students administer the district recycling project allows them to support benefits to the school and the community while engaging in ongoing investigations of waste stream and waste deduction in the district. An excellent example of a curricular tie is during her annual fall lab that students conduct entitled "The Waste in My Lunch." Having students determine the type and weight of waste after a typical day at the high school's lunch room is a relevant and meaningful way to engage students in cross curricular explorations. Multi-year data from this lab also provides valuable comparison/documentation data documenting the efforts of food services staff to reduce the organic waste stream at lunch. After the lab, Ms. Scribner's students then place the waste into a sample landfill constructed from recycled liter plastic bottles for a long-term project (12 weeks) to study decomposition rates and leachate pollution potentials to groundwater helping them to truly understand the lifecycle of items used every day. Lesson plans, environmental activities, website links, and resources developed by Ms. Scribner are shared with 3rd-6th grade teachers to help them participate in EE Week and to prepare to attend the annual "Celebrate Earth" event hosted by Ms. Scribner's ecology and biology students.

2. Do you partner with local academic, businesses, government, nonprofits, informal science institutions and/or other schools to help advance the school and community toward the 3 Pillars and/or assist the progress of other schools, particularly schools with lesser capacity in these areas?

Yes

The following organizations provide information booths and interactive activities at the annual Celebrate Earth Event hosted by the ecology students for district elementary/intermediate students: The Water Center, Sedgwick Co Extension Service, Sedgwick Co Zoo, Power Town and Energy Efficiency Workshops from Westar Energy,

Kansas Waste Management, Kansas Association of Conservation and Environmental Educators, Kansas Green Schools. Ms. Scribner's enthusiasm and networking skills have led to a partnership with the Westar Energy Green Team. The Green Team will be working with Ms. Scribner's ecology students to construct an outdoor classroom shade pergola from repurposed wood at the new Eisenhower High School this spring. This outdoor space will be available to all classes to utilize for their extended curricula delivery by taking students outside to learn. Consultants from our local community, county and state specializing in raptor rehabilitation, hazardous waste, energy conservation, and land management and conservation efforts provide lectures, presentations and classroom activities. These experts in the field engage her students with "real-life" career choices as well as applied environmental information and concepts involved in their work without the expense of transporting the students to another location.

3. Do you have outdoor classrooms on your grounds which include native plantings and do you use them to teach an array of subjects in context, engage the broader community and develop civic skills?

Yes

The outdoor wildlife learning site currently consists of ten elevated gardens planted with over 300 culturally significant native plants/grasses to Kansas, habitat brush piles and nesting boxes, and compost bins (Phase One), the native grasses section filters street runoff flow creating a riparian area (Phase Two) prior to reaching the aquatic studies catch basin (Phase Three). The catch basin should reach maximum water capacity in the next 2-3 years. The OWLS area comprises 10% of on the on campus land. The outdoor wildlife learning site (O.W.L.S.) provides education opportunities for a variety of subjects including: -Life Science/Biology: identifying plants and animals, aquatic studies, studying living communities, ecological systems and monitoring change. -Earth Science: studying soil characteristics, hydrological cycles and properties of water. -Physical Science: applying concepts related to weather, climate and seasonal patterns. -Mathematics: tallying species, mapping of site, graphing growth of vegetation, interpreting data. -Language Arts: developing a written plan, making oral reports, writing newspaper and newsletter articles, communication with diverse groups, gaining inspiration during poetry and essay writing while being outside. -Social Studies: engaging in the political process regarding environmental/conservation concerns, working cooperatively with others, identifying impact of federal and state regulations. -Art: developing site maps and illustrations, drawing natural objects on campus, creating student art projects for the on-campus OWLS area (art on the prairie) ceramic sculpture display. -Industrial Arts: applying appropriate technology in land use projects.

4. What percentage of last year's graduates scored proficient or better on a community or civic engagement skills assessment? (indicate N/A if not applicable)

n/a

5. What other indicators or benchmarks (quantified whenever possible) of your progress towards the goal of 100% of your graduates being environmental and sustainability literate do you feel should be considered? (including information from completion of the Kansas Green Schools Learning Community Investigation)

The National Wildlife Federation Eco Schools recognized Ms. Scribner's leadership in environmental and sustainable literacy as an effective case study focusing on environmental education in the classroom on the National Wildlife Federation Eco Schools website September 2011 (see <http://www.nwf.org/Global-Warming/School-Solutions/Eco-Schools-USA/Become-an-Eco-School/Case-Studies/Case-Study-Archive/School-Grounds.aspx>). Use of environmentally relevant iPod downloads, interactive websites, research facility webcams/webinars, and virtual web labs in the ecology class have provided an opportunity for students to experience environmental science on a global scale. Ms. Scribner has had several students pursue an environmental career field based on their experience in her ecology class. In particular one graduate is studying to become a wind energy technician and another is studying Environmental/Outdoor Science as a direct result of attending her ecology class. Quoted from Dr. Kelley, principal: "Ms. Scribner's work at EHS is unique because she has taken a course called Ecology and made it a passion for our students. They continue to grow educationally through all of the activities contained in the program. There is something for everyone and the slipper will fit someone in the program. She will find a way to always make it fit for all students. Her students

take this knowledge and commitment to the next level in education. The course has become a commitment to many." Students at Eisenhower High School: • Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems • Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.) • Investigate and analyze environmental issues, and make accurate conclusions about effective solutions • Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues) The ecology class has completed the Kansas Green Schools Learning Community, Waste and Energy Efficiency/Audit Investigations. Results from these activities have led to a reduction of paper usage, "flip the switch" campaign to turn off lights and appliances when not in use, provided support for the installation of light sensors, low flow toilets and Water saver faucets at the new high school. Since Eisenhower High School is in a rural area with low population diversity, Ms. Scribner also ensures cultural/racial diversity is represented in her ecology classroom curricula delivery highlighting the impact individuals such as George Melendez Wright (biologist), Majora Carter, (founder of Sustainable South Bronx), and Theodore Catton (author) to name a few has had on environmental and conservation efforts. Ms. Scribner repeatedly demonstrates innovative approaches to "green" the curriculum in her classroom, the high school and our community that are sustainable and ultimately promote environmental literacy (see: <http://www.kansasgreenschools.org/files/Presentation-Scribner-Ramsay-Greening%20Goddard%20High%20School.pdf>). You instantly know that her students are engaged in her class by the energy level that spills out in the high school hallways and at the outside learning site. Through her teaching, her personal goal to assist learners of any ability to develop an awareness and knowledge of environmental issues, leadership skills and a commitment to act responsively in matters concerning wildlife and the environment is expressed on a daily basis.

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1. Integrated Pest Management

	Yes	No
Do you have an integrated pest management plan in effect to reduce or eliminate pesticides?	X	
Do you provide notification of your pest control policies, methods of application and requirements for posting and pre-notification to parents and school employees?	X	
Do you maintain annual summaries of pesticide applications, copies of pesticide labels, copies of notices and MSDSs in an accessible location?	X	
Do you prohibit children from entering the pesticide area for at least 8 hours following the application or longer, if feasible, or if required by the pesticide label?	X	

2. Ventilation

	Yes	No
Are local exhaust systems (including dust collection systems, paint booths, and/or fume hoods) installed at all major airborne contaminant sources, including science labs, copy/printing facilities, chemical storage rooms?	X	
Have you installed energy recovery ventilation systems where feasible to bring in fresh air while recovering the heating or cooling from the conditioned air?	X	
Does your school meet the stricter of: ASHRAE Standard 62.1-2010 (Ventilation for Acceptable Indoor Air Quality) OR your state or local code?	X	

Which one? : We meet state and local codes

3. Contaminant Controls: Radon--Have all ground-contact classrooms been tested for radon within the past 24 months?

Yes

n/a

4. Carbon Monoxide (CO): If you have combustion appliances, do you have an inventory of all combustion appliances and do you annually inspect these appliances?

Yes

5. Carbon Monoxide (CO): Are CO alarms installed which meet the requirements of the National Fire Protection Association code 720?

Yes

6. Mercury:

Yes No

Have all unnecessary mercury containing devices been replaced with non-mercury devices? **X**

Do you recycle or dispose of unwanted mercury laboratory chemicals, mercury thermometers, gauges and other devices in accordance with federal, state and local environmental regulations? **X**

Explain.: Eisenhower High School is a new school recently constructed with the most state-of-art environmentally friendly devices

7. Chromated Copper Arsenate (CCA): Have all wooden decks, stairs, playground equipment or other structures treated with Chromated Copper Arsenate been replaced or sealed within the past 12 months?

Not Applicable

8. Secondhand Tobacco Smoke: Is smoking prohibited on campus?

Yes

9. Asthma Control: Do you have an asthma management program in place consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools Guidelines?

Yes

10. Indoor Air quality: Have you developed and implemented a comprehensive indoor air quality management program consistent with IAQ Tools for Schools?

Yes

11. Moisture Control:

Yes No

Are all structures visually inspected on a regular basis and free of mold, moisture & water leakage? **X**

Is indoor relative humidity maintained below 60% (cold climates during freezing temperatures should target 20-30%)? **X**

Are moisture resistant materials/protective systems installed (e.g., flooring, tub/shower, backing, and piping)? **X**

12. Chemical Management: Do you have a chemical management program in place that includes the following elements:

Yes No

Chemical purchasing policy, including low- or no-VOC products **X**

Chemical inventory **X**

Storage and labeling **X**

Training and handling **X**

Hazard communication **X**

Spills, clean-up and disposal

X

Select EPA's Design for the Environment - approved cleaning products

X

Explain:: EPA approved cleaning products are cost prohibitive

13. Describe any other measures regarding the school's built and natural environment that you take to protect student and staff health and which you feel should be considered (including documentation from completion of the Kansas Green Schools Healthy School Environment Investigation):

Once a month the entire student body is engaged in wellness activities during Tiger Time (35 minutes). Subjects such as nutrition, physical fitness, exercise are covered during this time. The new high school's construction took advantage of natural lighting when available for areas such as the library, Tiger Town (cafeteria), and classrooms. The maintenance personnel take great pride in maintaining the building at its highest levels to reduce communicable diseases (colds, flu, viruses) and providing an environment that is free of slip and trip hazards. The outside wildlife learning site is available to any student and faculty to utilize for classroom activities and free time enrichment. Flip top table/benches have been constructed by the ecology students to permit seating and work space in the OWLS area. The high school's greenhouse utilizes pesticide free techniques and the native grasses section is a no pesticide spraying area.

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1. Fitness and Outdoor Time

What percentage of your students over the past year engaged in at least 150 minutes of school-supervised physical education and/or outdoor time per week? - 75%

What is the average amount of time over the past year that each student engages in school-supervised physical education and/or outdoor time per week in minutes? - 3.75hr/wk/student

2. Food

Have you earned USDA's Healthier US School Challenge award for school food? - we follow the guidelines but have not applied for awards

List award level earned: - n/a

What percentage (by cost) of food purchased is certified as environmentally preferable (e.g. Organic, Fair Trade, Food Alliance, Rainforest Alliance, etc.)? - less than 2% as this type of food product is cost prohibitive for our budgets

What percentage (by cost) of food purchased is grown and processed within 200 miles of the school (including food grown on school grounds)? - unknown but distributor of food products is within the 200 mile limit

Does the school have an onsite garden in which the students participate? - no; growing season for our state limits harvesting

3. UV Protection: What percentage of your current student body has participated in EPA's Sunwise Program or an equivalent program?

12%

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1. Has your school received EPA's ENERGY STAR certification?

No

we have not applied, but all appliances are Energy Star rated

2. Non-transportation energy reduction: If you have reduced your total non-transportation energy use (i.e., electricity and temperature control) from an initial baseline, please provide:

Percentage reduction: - EHS is new school; no comparison data available

3. What percentage of your energy consumption is derived from:

Kansas Green Ribbon 2012 Nomination—Eisenhower High School

Percentage of energy consumption from on-site renewable energy generation: - 0%

Percentage of energy consumption from purchased renewable energy: - 12%

4. BUILDINGS (new construction or renovation): If you have constructed and/or renovated buildings in the past three years, (indicate N/A if not applicable)

What percentage of the building area meets Leadership in Energy and Environmental Design (LEED), Collaborative for High Performing Schools (CHPS), Green Globes or other standards? - 100%

What is the total constructed area? - 247,000 sq feet

What is the total renovated area? - n/a

Which certification (if any) did you receive and at what level (e.g. Silver, Gold, Platinum)? - did not apply

5. BUILDINGS (existing):

What percentage of your total existing building area has achieved LEED Existing Buildings: Operation & Maintenance, CHPS Operations, Green Globes or other standards? - new school, see above

6. Greenhouse Gas Emissions: If you reduce or offset the GHG emissions from building energy use, please provide:

Current Total GHG Emissions (MtCO_{2e}) - n/a

Baseline Total GHG Emissions (MtCO_{2e}) - n/a

Change from Baseline: GHG Emissions (MtCO_{2e}) - n/a

Time period of reduction or offset: from ____ to ____ - n/a

7. Explain any offsets of greenhouse gases used:

10% of on campus land is designated outdoor wildlife learning site acting as a natural carbon dump/reservoir. Light sensors have been placed into all trophy display cabinets, hallways, storage rooms and classrooms to conserve electrical energy. 100% of our computer purchases are "Gold" EPEAT Certified products 80% of our students ride buses to school; entire bus fleet for district installed fuel operated heaters (FOH) to significantly reduce warm up times--action reduced operating costs and pollutant emissions--1.4 tons NO_x/year; 0.0383 tons PM/year; 46.4635 tons CO₂/yr. 30 tons of paper, 900 pounds of aluminum cans and 60,000 plastic bottles recycled annually

8. School Building Energy Management

	Yes	No
Have you fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management?		X
Has the school building been assessed using the Federal Guiding Principles Checklist in Portfolio Manager?		X

9. What percentage by cost of all your furniture purchases is certified under the Business and Institutional Furniture Manufacturers Association's "level" ecolabel?

unknown

10. Is an energy and water efficient product purchasing and procurement policy in place?

No

However the school board addressed this issue in a meeting April 2011 and directed that energy and water efficient product purchases should be done whenever deemed possible keeping budget costs/reductions in mind for the construction of new building and renovation of current buildings.

11. Other indicators of your progress towards elimination of greenhouse gas emissions (describe in detail and include metrics if available including information from completion of the Kansas Green Schools Energy Investigation)

Since the high school has been newly built we needed to provide a base line of data. The EHS ecology students
Kansas Green Ribbon 2012 Nomination—Eisenhower High School

have completed the Kansas Green School Energy Investigation to create a base line of data to be used for comparison and improvements in the following years.

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1. If you can demonstrate reduced total water consumption intensity (measured in gal/total square footage of building) from an initial baseline, please provide:

Percentage reduction: - new school no comparison data

2. What documents will you provide to document this reduction (such as ENERGY STAR Portfolio Manager reports, Kansas Green Schools Water Investigation) if requested?

We have no documented reduced water consumption since this is a newly built high school. However Energy Star appliances have been installed throughout the school including cafeteria tray machine washer that uses recycled water. WaterSaver faucets and low flow automated toilets have been installed throughout the school. Automated sprinkler systems with low flow directional faucets has been installed on the school grounds.

3. How often do you conduct audits of facilities and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings?

Since this is a new school we have inspecting it daily to ensure no leakage problems; this will be reduced to weekly soon

4. Describe how your site grading and your irrigation system and schedule is appropriate for your climate, soil conditions, plant materials, and climate, with an emphasis on water conservation:

The site grading was developed to ensure that there would be no pooling of water that encourages mosquito populations; French drains and drain grates have been places where water is directed to the run off to the site's catch basin. The catch basin is the school's aquatics studies site and is part of the outdoor wildlife learning site's habitat development to provide a way station for migrating birds and other organisms. The irrigation system is set on a schedule that maximizes the surface absorption to develop new grasses around the new high school. After the grasses are established, the schedule will be reset to be used as necessary when natural precipitation (rain, snow, ice) is not available. It is set on a timer suitable for Kansas.

5. Do ALL your outdoor landscapes consist of water-efficient or regionally-appropriate (native species and /or adapted species) plant choices?

No

Not all of our outdoor landscapes are planted with water-efficient grasses---however they are regionally appropriate. It was decided by the school board to plant bermuda grass around the perimeter of the high school building (5-15%) for attractiveness landscaping purposes; athletic practice fields have been planted with buffalo grass (65%) and other spaces which will not to be mowed on the outer perimeters (10-30%) have been seeded with native grasses (Indian grass, big and little bluestem, side oats).

6. Are alternative water sources (e.g., grey water) used before potable water for irrigation?

Yes

We are required to use the Wichita Water Utilities system.

7. If drinking water is acquired from the school's own well, are your drinking water sources protected?

n/a

8. Do you have a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure in drinking water) in place?

Yes

Our drinking water is provided by the Wichita Water Utilities which conducts routine lead testing

9. Have you been cited within the past three years for failure to meet federal, state or local potable water quality standards?

No

10. Are all taps, faucets and fountains used for drinking and cooking cleaned on a regular basis to reduce possible bacterial and other contamination; and are faucet screens and aerators regularly cleaned to remove particulate lead deposits?

Yes

once per day every day

11. Other ways you are working to improve water quality, efficiency, and conservation (including action plans from Kansas Green Schools Water Investigation):

Since we are a new school the ecology class will be collecting data this year to use as base line information. The class will complete the Water investigation next school year when data is available from utility billings and other sources. The school has placed low flow toilets with automatic flushing mechanisms in the restrooms with water faucets on/off sensors.

12. What percentage of your school grounds are devoted to ecologically or socially beneficial uses, including those that give consideration to native wildlife? Describe:

10% of the total school grounds---this section has been designated by the Kansas Wildlife and Parks as an official outdoor wildlife learning site, a Certified Habitat by the National Wildlife Federation, and a Monarch Way Station by Monarch Watch. The site consists of a greenway 20' wide adjacent to the sidewalks on the south and east side of the high school building where ten 8'x3' elevated garden beds planted with over 300 culturally significant plants/grasses to Kansas using xeriscape techniques have been placed, a small freshwater pond and two bird bath stations, outside shade pergola built from repurposed wood, habitat brush pile, bird nesting boxes, ladybug and Mason bee habitat, bat box, trees (over 150 planted), bushes, and other plantings throughout the 100'x2,000' native grasses section acting as a filter for street run off prior to being collected in the on-campus newly constructed catch basin located 0.2 mile from the high school. The catch basin (approximately 2 acres) will be filled to capacity within the next 3-4 years. The eastern boundary of the land for the Eisenhower Campus has hedgerow mature trees.

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1. What percentage of waste is diverted from the landfill or incinerator by reuse, composting, and/or recycling: (calculate total amount reused, composted or recycled/total amount reused, composted or recycled used + total sent to a landfill or incinerator)

% not available new school; as of the first 5 months of operation we have recycled 6 tons; composted 200lbs

2. What percentage of total office/classroom paper content BY COST is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard: (If a paper is only 30% recycled, only 30% of the cost of that paper should be counted towards the recycled portion. To calculate the percentage, multiply the percentage of recycled content by the cost for each paper item, add the totals of these calculations and then divide by the total cost of your paper purchases)

100% is fiber from forest certified by Forest Stewardship Council

3. What percentage of total office/classroom paper content by cost is "totally chlorine-free" (TCF) or "processed-chlorine-free" (PCF: (see calculation method in question above)

100% is TCF and PCF free

4. HAZARDOUS WASTE: Please answer all the questions below if possible regarding elimination of hazardous waste streams.

	Yes	No	Not Applicable
Is a Hazardous Waste Policy for storage, management and disposal of chemicals in laboratories and other areas with hazardous waste in place and actively enforced?	X		
Has your school been cited within three years for improper management of hazardous waste according to Federal and State regulations?		X	

Comments::

5. How much hazardous waste does your school generate in pounds/student/year?

estimated 0.07lbs/student/year totaling 50lbs/year

6. Describe the types of hazardous waste, how hazardous waste is monitored and how the amount above is calculated:

chemical waste from science class labs out of date cleaning supplies amount above was monitored by the science department faculty and maintenance personnel and calculated by data provided from the Sedgwick County Hazardous Waste Disposal Center.

7. What percentage of total computer purchases by cost are Electronic Product Environmental Assessment Tool (EPEAT) certified products?

100%

8. How does your school dispose of unwanted computer and other electronic products?

We sell working old technology to School Tech Supply (California). They reuse the parts, harvest minerals and recycle plastic components. We sell non-working computers and other e-trash to a local recycle company who picks up the equipment. They sell it the parts for scrap. The ecology class collects used batteries and cell phones to recycle from the student body and faculty.

9. What percentage by cost of all cleaning products in use are certified "green," or can otherwise demonstrate that they meet the environmental standards of established eco-label programs?

less than 1% is purchased out-of-pocket by the ecology teacher to use in her classroom; green cleaning products are cost prohibitive for our budgets

10. Which eco-label program standard(s) is your school using?

none; ecology teachers uses Green Works cleaning products in her classroom and greenhouse

11. Custodial Services

Yes No

Is your school custodial program based in the principles of effective management and "green" service? **X**

Has your school custodial program been certified by the ISSA Cleaning Industry Management Standard - Green Building (or an equivalent standard)? **X**

Comment:: custodial staff removes bottles/cans from trash to place into recycle bins; recycle cardboard/paper

12. Other indicators that you are reducing waste and eliminating hazardous waste (including action plans from Kansas Green Schools Waste and Recycling Investigation):

The ecology class has completed the Kansas Green Schools Waste and Recycling Investigation. 24 recycling bins for aluminum cans/plastic bottles are placed throughout the high school; paper recycling boxes are in each classroom and administrators/counselors offices. EHS students are directly responsible for recycling over 30,000 plastic bottles, 900 pounds of cans and 20 tons of recycled paper annually and students and teachers are now bringing in their recycling from home too. The students administer the district recycling project which allows them to support benefits to the school and the community while engaging in ongoing investigations of waste stream and waste reduction in the district. The students car pool to travel to all schools and district buildings to collect the recyclable items, placing them into the recycling bin at EHS for pick up by International Paper. An excellent example of a curricular tie is the fall lab ecology students conduct entitled "The Waste in My Lunch." Having students determine the type and weight of waste after a typical day at the high school's lunch room is a relevant and meaningful way to engage students in cross curricular explorations. The waste is then placed into a sample landfill constructed from recycled liter plastic bottles for a long-term lab project (12 weeks) to study decomposition rates and leachate pollution potentials helps students to truly understand the lifecycle of items we use every day.

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1. What percentage of students and staff walk, bike, bus, or carpool (2+ students in the car) to/from school? Describe how this information been collected and calculated:

80% of the student body is bused to school (based on ridership numbers) 1% rides a bike (based on student survey results) 2% carpool (based on student survey results) 0% walk as the school is located away from residential area. 17% drives their personal car and park in the parking lot (based on parking passes)

2. Transportation:

	Yes	No
Are all vehicles loading & unloading areas at least 25 feet away from all buildings air intakes (including doors and windows)?	X	
Have "Safe Pedestrian Routes" to school or "Safe Routes to School" been designated, distributed to parents and posted in the main office?		X

Comments: Safe Pedestrian Routes and Safe Routes to school has been designated but are currently not posted in our office.

3. Describe how your school transportation use is efficient and environmentally benign (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet, or other indicators of significant reductions in emissions):

To help reduce costs, the entire bus routing system was reviewed to become as efficient as possible while also servicing the needs of our students. Bus routes were consolidated and/or altered to limit the mileage necessary to bring students to and from the high school. The entire bus fleet was upgraded in 2011 with fuel operated heaters (FOH) which greatly reduced our fuel costs and reduced pollution emissions--1.4000 tons NOx/year; 0.0383 tons PM/year; 46.4535 tons CO2/year and saved 4,185 gallons of diesel fuel/year cost savings to the district of over \$60,000; health benefit results for Sedgwick County is \$17,000/year, an estimate of the cost of health impacts from exposure to fine particulate matter that can be avoided by the use of the FOHs.

4. Describe any other accomplishments you've made under Pillar One towards eliminating your negative environmental impact or improving your environmental footprint which you feel should be considered, including investigations and action planning from Kansas Green Schools Investigations:

Due to budget cuts all educational field trips have been reduced to within the Sedgwick County limits, unless sports related. This reduction of bus usage has reduced the pollution emissions and fuel use. Field trips have reduced by over 80% due to budget cuts. Awareness of personal environmental footprints and consumer choice decisions are heavily focused in the ecology class curricula. Students complete investigations at home (packaging analysis, vampire power, home energy audits) and in the classroom that help them become aware that each individual can make a difference. "The Story of Stuff" series videos impressing upon the students the importance of being an advocate for change is used to promote composting and recycling outside the classroom.

III.C – Nominating Authority’s Certification Signature

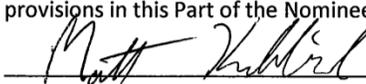
The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school’s eligibility and compliance with the following requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or is one of those overseen by the Nominating Authority which comes the closest to achieving the goals of all three green Ribbon Pillars: 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.
3. The Nominating Authority has evaluated the school and selected it for submission to the U.S. Department of Education from among those schools overseen by the Nominating Authority which have applied for a Green Ribbon, based on documented achievement toward the three Green School Pillars and Elements.
4. The school meets all applicable federal civil rights and federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency Kansas State Department of Education

Name of Nominating Authority Matt Krehbiel
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the award and eligibility requirements on pages 2-4, and certify, to the best of my knowledge through a documentary verification assessment, that the school meets the provisions in this Part of the Nominee Presentation Form.

 Date 3/20/2012

(Nominating Authority’s Signature)

Note to Nominating Authority: The application, including the signed certifications and documentation of evaluation in the three pillars should be converted to a PDF file and emailed to Director, ED-Green Ribbon Schools at green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.